



**General Certificate of Secondary Education
June 2010**

Geography B

40351H

Higher Tier

Unit 1: Managing places in the 21st century

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Certificate of Secondary Education

AQA GEOGRAPHY B

HIGHER TIER MARKING SCHEME

UNIT 1 (40351H)

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS –

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate
- use specialist vocabulary where appropriate.

Levels Marking – General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organisation; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages, occasional detail/exemplar; has a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar
Text is legible.

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors.
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate
Accurate use of spelling, punctuation and grammar
Text is legible.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.
- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1' or 'L2' in the left-hand margin.
- The consequent mark within this level should appear in the right-hand margin.
- Ticks must not be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded, eg *Just L2, reasonably accurate knowledge or some clear understanding.*
- Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the 'box' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

Question 1

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| <p>1(a)(i)</p> | <p>Answer must focus on the natural environment 2 x 2 Any points. 1 mark for identification of attraction;</p> <ul style="list-style-type: none"> • Beach • Climate • Environment • Warm sea <p>2nd mark for reason for attraction;</p> <ul style="list-style-type: none"> • Beach holidays • Water sports • Different environment • Hot weather (1) attracts people for beach holidays (2) | <p>(4 marks)</p> |
| <p>1 (a) (ii)</p> | <p>Allow full range of marks for use of tourism. Level 1 Basic (1–2 marks) Basic ideas which identify generic economic factors with tentative reference to Figure 1. (Money/jobs, with simple extension) <i>Tourism brings in lots of money and creates jobs in hotels.</i> Max Level 1 if no obvious coastal reference.</p> <p>Level 2 Clear (3–4) marks Some development which considers at least one of:</p> <ul style="list-style-type: none"> • a wider range of activities • broader multiplier ideas • the coast as a multi-use area • use of place information to express ideas. | <p>(4 marks)</p> |
| <p>1(b)(i)</p> | <p>Does not need to use Figure 1. Do not accept answers about global warming. Responses based on coastal defences acceptable.</p> <p>Level 1 Basic (1–4 marks) Simple generic ideas – litter/pollution etc max 2 marks. Identifies pressures on the environment such as building/water, sewage pollution/loss of green space etc. For 4th mark some consideration of ‘how’ environments are damaged. <i>There is a lot of new building in coastal areas and tourists create a lot of pollution. This can harm wildlife. Tourists also create litter problems and can pollute the sea when waste is pumped into it.</i></p> <p>Level 2 Clear (5–6 marks) Clear appreciation of <u>how</u> development can damage environments. <i>Tourism needs hotels, holiday resorts, golf courses etc. This means that habitats are changed and many plants and animals might be lost. Also roads, airports have to be built. A great deal of water is required and this can mean rivers are changed. In St Lucia coral reefs have been damaged by tourist boats.</i></p> | <p>(6 marks)</p> |

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| 1(b)(ii) | <p>Level 1 Basic (1–2 marks) Basic points which tend to focus on generic ideas such as reducing building, managing traffic or making areas into parks etc. <i>They could make the area a park and also put litter bins around. This would stop building and reduce pollution.</i> Accept ideas about pressure groups (if appropriate) up to 2 marks.</p> <p>Level 2 Clear (3–4 marks) Clear ideas about managing development which is appropriate to coastal areas. <i>Areas such as wetlands could be turned into nature reserves to protect wildlife. Building could be restricted to certain areas and not allowed right along the coast. Also the development of roads could be restricted and new resorts not built next to the sea.</i></p> | (4 marks) | | | | | | |
| 1(c)(i) | <p>1 x 1 1 mark for name;</p> <ul style="list-style-type: none"> • attrition : hydraulic action (pressure): abrasion etc <p>1 mark for basic explanation;</p> <ul style="list-style-type: none"> • ‘pebbles rubbing together’ • ‘the force of water breaking rocks’ • ‘waves throwing pebbles against a cliff’ <p>Accept explanation even if name is incorrect.</p> | (2 marks) | | | | | | |
| 1(c)(ii) | <p>1 x 1 1 mark for name;</p> <ul style="list-style-type: none"> • corrosion (solution), wetting/drying, freeze-thaw, saltation, chemical and biological weathering. <p>1 mark for basic explanation;</p> <ul style="list-style-type: none"> • salt water dissolving rocks <p>Accept explanation even if name is incorrect.</p> | (2 marks) | | | | | | |
| 1(d)(i) | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Saltwater lake</td> <td style="width: 50%;">Salt marsh</td> </tr> <tr> <td>Neck of Spit</td> <td>Mudflats</td> </tr> <tr> <td>Recurved end</td> <td></td> </tr> </table> <p>1 correct = 1 mark 2 correct = 2 marks 3 correct = 3 marks 4-5 correct = 4 marks</p> | Saltwater lake | Salt marsh | Neck of Spit | Mudflats | Recurved end | | (4 marks) |
| Saltwater lake | Salt marsh | | | | | | | |
| Neck of Spit | Mudflats | | | | | | | |
| Recurved end | | | | | | | | |
| 1(d)(ii) | <p>Can be 2 x 1 or 2. Do not accept points about economic value. 1 mark for basic idea;</p> <ul style="list-style-type: none"> • Provides different / rare / specific habitats (name of habitat) • Attracts wildlife (1) birdwatching (1) <p>2 marks for developed idea; <i>Can provide habitats like salt marshes which attract wildlife.</i></p> | (2 marks) | | | | | | |

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| 1(e) | <p>Level 1 Basic (1–4 marks) Basic understanding of movement of sediment along a coast and deposition. Shows understanding of parts of the overall process. <i>When material is moved along the coast by the waves it gets deposited when there is a change in the direction of the coastline. 4th mark for some idea about joining up with another piece of land.</i></p> <p>Level 2 Clear (5–6 marks) Clear understanding of complete process and use of technical language/exemplification. <i>Where waves break on a beach at an angle the material is moved along the beach. Where there is a change in the shape of the coastline the material will be deposited, forming a spit. If the spit grows and joins another piece of land a bar is formed. This can be seen at Slapton in Devon.</i></p> | (6 marks) |
| 1(f)(i) | <p>1 mark – basic idea of ‘using the natural environment’ / ‘a more natural type of engineering’ 2nd mark – some development / name of technique <i>Soft engineering is where a beach is preserved in order to act as a natural defence against storms”</i> Give credit for appropriate example (1) if definition is not correct.</p> | (2 marks) |
| 1(f)(ii) | <p>Level 1 Basic (1–4 marks) Shows a descriptive understanding of ‘hard engineering’ and some awareness of techniques. Basic idea of creating barriers between land and sea, with tentative understanding of ‘how’ it works. <i>Hard engineering is things like sea walls and rocks which are built between the sea and the land. They stop the sea hitting cliffs so they don’t become eroded.</i></p> <p>Level 2 Clear (5–6 marks) Clear awareness of ‘hard’ engineering techniques with some appreciation of how they work to protect coastal areas. <i>Hard engineering creates barriers between the sea and the land. This can be to absorb the wave energy and protect cliffs or to prevent flooding. Sea walls are frequently used for this, often rock armour is placed at the base of the cliff or even in front of sea walls to take the wave energy and prevent erosion. Other methods like gabions are used to help stabilise cliffs.</i></p> | (6 marks) |

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| <p>1(g)</p> | <p>Simple copy (word for word with nothing else) of annotations on Figure 3 – NO MARKS</p> <p>Level 1 Basic (1–4 marks) Basic ideas which are largely copied from the resource. Some awareness of how managed retreat works for 4th mark. <i>Some of the land is allowed to flood and this means the water can spread out. Marshes can develop and trees will grow. Also an earth bank has been built which stops water moving inland.</i></p> <p>Level 2 Clear (5–6 marks) Clearer idea of how managed retreat uses the natural environment to protect inland areas. <i>Managed retreat means that some land can be flooded but this allows that land to absorb most of the water from storms and when higher land is reached it provides a natural barrier. It means that large defences are not needed and the land itself is used to protect inland areas.</i></p> <p>Level 3 Detailed (7–8 marks) Detailed appreciation of how managed retreat can act as a natural defence. <i>Managed retreat allows floodwater to encroach on the land up to where the land is naturally higher. This gives more space for wave energy to be absorbed. As salt marsh and vegetation develops it provides a natural protection against storms. An earth bank is also built. This is a natural looking feature that provides protection in the event of a severe storm.</i></p> | <p>(8 marks)</p> |
| <p>Total for Question 1: 50 marks</p> | | |

Question 2

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| 2(a)(i) | 1 mark - general increase 2 nd mark – use of data / changes in rate of increase | (2 marks) |
| 2(a)(ii) | 2 x 1 or 1 x 2 (developed point) <ul style="list-style-type: none"> • most (so many) people already live in urban areas (are in urban areas) • reasons why urban areas may become increasingly unattractive • rates of migration may fall • birth rates may fall • idea of counterurbanisation | (2 marks) |
| 2(a)(iii) | <p>Level 1 Basic (1–2 marks) Basic points about opportunities / lack of opportunities (jobs / money / general points of poverty) or generic ideas with limited development. <i>Rural areas might have few jobs and life is difficult with few opportunities and poor services. These things are better in urban areas”</i></p> <p>Level 2 Clear (3–4 marks) Max 2 marks for list with no explanation. Clearer ideas with specific points identified. <i>Droughts and other disasters may force people away from rural areas. Also lack of services such as health, education, and clean water may encourage people to leave. In urban areas there are more chances to earn money and have a better lifestyle.</i></p> | (4 marks) |
| 2(b) | <p>Level 1 Basic (1–4 marks) Basic points about providing labour (cheap) and giving opportunities for business/improving living standards/market for goods <i>The growth of urban areas provides a lot of cheap labour and creates an opportunity for new business to set up. This all creates jobs and people earn money which means that living conditions can be improved.</i> Some tentative broader point(s) for 4th mark.</p> <p>Level 2 Clear (5–6 marks) Clearer appreciation of economic development which goes beyond individual opportunities. Idea of driving force for economy/increasing taxation/multiplier ideas/links to government improvement schemes. <i>The growth of urban areas means that lots of jobs are created and this brings in money for individuals and taxation for the country. This can be spent on improvements for the country and will help the country to develop. Also with lots of people there will be markets and new business will set up.</i></p> | (6 marks) |

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| 2(c)(i) | 4 x 1 Named on map. If symbols used/no key – 0 marks Any reasonable points which might include; <ul style="list-style-type: none"> • High density of buildings • Converging railway lines • Bus station • Railway station • Museums (1) • Places of worship (1) • High density of roads • Heritage centre • Abbey • Castle • Places of tourist interest (not also if museum/heritage centre/abbey/castle used) (Precise location not required) | (4 marks) |
| 2(c)(ii) | <p>Level 1 Basic (1–2 marks) Basic use of map with limited exemplification (near rivers/lots of rivers/built up/ next to rivers). <i>There are lots of rivers and buildings are close to the river adding to flood risk.</i></p> <p>Level 2 Clear (3–4 marks) Clear use of map which expresses <u>why</u> areas are at risk of flooding. <i>The town is built either side of a major river and parts of it are surrounded by the river. If the rivers rise there is no space for expansion so areas will flood. The flood plain has been built on in many areas, adding to the flood risk.</i></p> | (4 marks) |
| 2(d) | Reference to <u>any</u> appropriate natural hazard acceptable. One hazard/range of hazards/one key idea (buildings etc) acceptable. <p>Level 1 Basic (1–2 marks) Basic points which include generic ideas (warn people/build barriers/tell people what to do). Largely descriptive. <i>Barriers can be built near rivers and people told when flooding likely.</i></p> <p>Level 2 Clear (3–4 marks) Clearer appreciation of planning with some explanation (earthquake proof building/earthquake training days/emergency kits etc). <i>Putting barriers alongside rivers would mean that if river levels increased areas would not flood. Also floodwater could be diverted away from the areas which are most at risk. If fewer buildings were built near rivers risk would be reduced.</i></p> <p>Level 3 Detailed (5–6 marks) Detailed explanation which identifies a range of ideas which would reduce the effects of natural hazards. <i>Rivers can be managed by using barriers or widening rivers so that they can hold more water. Diverting flood water into holding ponds would reduce flooding. Planning strategies that did not allow building on riversides would reduce the threat of flooding and allow rivers to expand without causing problems.</i></p> | (6 marks) |
| 2(e)(i) | 1 mark for each bar (horizontal line mostly on line) (2 x 1) | (2 Marks) |

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| 2(e)(ii) | <p>No use/implicit use of map – 0 marks The question says ‘suggest’ so accept reasonable points.</p> <p>Level 1 Basic (1–2 marks) Basic points about concentrations in town centres with tentative evidence from map. Largely generic points (lots of roads meeting/ few bridges/lots of buildings/surrounded by river etc). <i>Roads come in from different directions in town centres and this creates congestion in town centres. This is especially true in Shrewsbury where the town centre looks very crowded and is surrounded by rivers.</i></p> <p>Level 2 Clear (3–4 marks) Clear points which explain why Shrewsbury might have particular characteristics which add to the problem of congestion (commuting to small town centre/few using park and ride etc). <i>Because the town centre is surrounded by a river and is quite small it is very cramped with limited access and narrow roads. There are only three bridges across the river so traffic will be increasingly concentrated, created congestion problems. Lots of people may commute to work to the town centre at particular times, causing congestion.</i></p> | (4 marks) |
| 2(e)(iii) | 2–5 km | (1 mark) |
| 2(e)(iv) | Park and ride | (1 mark) |
| 2(f) | <p>Accept the use of Shrewsbury (park and ride can be part of ‘public transport’ scheme).</p> <p>Level 1 Basic (1–2 marks) Largely generic ideas (improving public transport/naming transport schemes – ‘park and ride’/metro etc). <i>Public transport has been improved in many areas and this is taking cars off the road.</i></p> <p>Level 2 Clear (3–4 marks) Clearer understanding of <u>how</u> public transport has been developed and the effects on traffic pressures/use of exemplification (scheme or place). <i>Many urban areas have metro systems put in place. These connect up different parts of cities and many people use them for work so they don’t have to use cars. This can be seen in Manchester.</i></p> <p>Level 3 Detailed (5–6 marks) Detailed use of example(s) to show how public transport can reduce traffic pressures. Detailed explanation/case studies. <i>Metro systems and integrated bus networks have been developed in many cities. The Manchester metro connects up the suburban areas with the city centre and removes thousands of cars each day from the roads. This system is currently being extended. Cambridge has put in place a guided busway, using the old railway line. This provides an efficient route into Cambridge and takes a lot of cars from the road, easing congestion.</i></p> | (6 marks) |

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| <p>2(g)</p> | <p>A good definition of sustainability does not automatically make it Level 3. <u>Must</u> have achieved appropriate level description as well.</p> <p>Level 1 Basic (1–4 marks) Limited understanding of sustainability – tends to identify ‘green’ features – largely descriptive with tentative points about why these initiatives/features might help the environment/be seen as ‘good’ etc. <i>The town has recycling and produces energy so it will be good for the environment and not produce pollution.</i></p> <p>Level 2 Clear (5–6 marks) Some appreciation of sustainability (not necessarily defined) in terms of either people/or environment or general observations. Applies information from Figure 6 to the idea of sustainability. <i>The town will create all of its own energy which will be renewable. This means it will last forever and not create pollution. They don’t have to rely on anyone else. Also recycling means that no rubbish has to go elsewhere.</i></p> <p>Level 3 Detailed (7–8 marks) Detailed appreciation of sustainability both in terms of community and the environment. Application of Figure 6 to show a range of environmental/community ideas. <i>Sustainability means that the area can exist without damaging the environment and the community. In this case the community will have facilities such as schools, health centres and shops as well as recreation opportunities. This will make it self-sufficient in many cases. Environmentally the town will produce its own electricity and recycle all waste, making it environmentally sustainable. The only area where this may not be the case is its transport.</i></p> | <p>(8 marks)</p> |
| <p style="text-align: right;">Total for Question 2: 50 marks</p> | | |